

# EXPLORATIONS

Number 30

Marshall McLuhan, Editor

Spring 1971

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The cost of printing this issue of **Explorations** is being contributed by the Associates of the University of Toronto, Inc., New York, on behalf of the University of Toronto alumni living in the United States.

**Moral Progress  
and The Media**  
ES Carpenter  
Adelphi University  
Garden City  
Long Island USA

About three weeks ago, during a brief period of about ten days, I did a CBC-TV network show, a CBS-TV network show, a radio show for both the U.S. and Canada, published an article for **TV Guide**, gave a public lecture to an audience of several thousand people in a New York hotel, and finally had the same material (all of it dealing with a preliminary statement on the New Guinea research) reprinted in a newspaper.

The public response to this from the TV shows, which went across both countries, was one letter. From the radio show, lots of letters came in from former students who, having heard my voice, wanted to say 'hello' and wanted to tell me how many kids they have now. But from the **TV Guide** magazine article I got so many letters that they came in bundles, and almost without exception, these people wanted to tell me who they were and proclaim their integrity and affect a moral stance. I had questioned the desirability of using electronic media in underdeveloped areas. They attacked me as a person who did not recognize progress. What they were doing was using the medium of the letter to another person to achieve a moral position, or declare a moral stance.

Re letters to editors, I made appointments to see the editors of the **New York Times** and **Time** and **Life**, who edit the letters they print. None of them were in a position to let me see the letters, but all told me that the vast majority of letters they receive have nothing to do with the news they report. The vast majority of letters to **Time** and **Life** are just sounding off – figure without ground. Letters to the editor are almost entirely replies to letters to the editor.

**Shakespeare,  
the Lay Rector of  
the Collegiate  
Church of the  
Holy Trinity,  
Stratford-upon-  
Avon**

Marshall McLuhan

Today the church needs restoration, and by way of bringing this to public attention, a brochure has been made setting forth some of the features of the church in whose chancel Shakespeare is buried. Indeed, his epitaph is on the front of the brochure:

GOOD FREND FOR JESVS SAKE FORBEARE  
TO DIGG THE DVST ENCLOASED HEARE  
BLESE BE Y<sup>E</sup> MAN Y<sup>T</sup> SPARES THES STONES  
AND CVRST BE HE Y<sup>T</sup> MOVES MY BONES

As a Lay Rector of this Collegiate Church, Shakespeare and his family may have been entitled to burial in the chancel. The very term 'Lay Rector' is evocative of unexplored Shakespearian vistas. In 1605 Shakespeare acquired a lease of the Stratford Tithes that constituted him a Lay Rector of the 'Collegiate Church of the Holy and Undivided Trinity.' The Church dates from Saxon times, and probably the present church was the chapel of the College which was dissolved in 1536 as a part of the general dissolution of the English monasteries. Stratford College, however, was not suppressed until 1547.

The Tithes that Shakespeare purchased had earlier been collected from College property. The Shakespearian student will find Shakespeare's copy of the lease reproduced with commentary in **The Shakespeare documents: facsimiles, transliterations, translations and commentary**, edited by Benjamin Rowland Lewis, Stanford University Press, Stanford University, 1940, pages 373–383. Lewis tells us that 'the legal document recording this transaction, in English and not in Latin, consists of over four thousand words ...' The Document opens:

[DEED OF ASSIGNMENT OF A MOIETY IN A LEASE OF  
THE STRATFORD TITHES FROM RALPH HUBAND TO  
WILLIAM SHAKESPEARE, 1605]

This Indenture made the ffowre & twentythe daye of Julye in the  
yeares of the raigne of our Sou[er]aigne Lorde Iames by the grace  
of god of Englande Scotlande ffraunce & Irelande Kinge Defender  
of the ffayeth &tc / That is to saye of Englande ffraunce & Ire-

lande the Thirde & of Scotlande the Eighte & Thirtythe Betweene  
raphe Hubande of Ippesley in the Countye of warr Esquier on  
thone p[ar]te And will[ia]m Shakespear of / Stratforde vpon  
Avon in the sayed Countye of warr gent on thother p[ar]te Where-  
as Anthonye Barker Clarke late warden of the Colledge or Col-  
legiate Church of Stratforde vpon Avon aforesayed in the sayed  
countye of warr / And Gyles Coventrie subwarden there And the  
whole Chapter of the same Late Colledge by their Deade In-  
dented Sealed w<sup>th</sup> their Chapter seale Dated the Seaventh daye of  
September in the Sixe & Thirtyth yeare / of the raigne of the late  
kinge of famous memorie kinge Henrye the Eighte Demysed  
gr[a]unted & to farme Lett amongste Diu[er]se other thinges  
vnto one will[ia]m Barker of Sonnyng in the countye of Bark gent  
All & All mann[er] of / Tythes of Corne Grayne Blade & Heye  
yearelye & from tyme to tyme Comynge encreasinge reneweing  
Arrysinge groweing yssueinge or Happeninge to bee had recyved  
p[er]ceyved or taken out upon of or in the townes villages / Ham-  
lett[es] groundes & ffyeldes of Stratforde vpon Avon Oldestratforde  
Welcombe & Bushopton in the sayed Countye of warr And Alsoe  
All & All mann[er] of Tythes of wooll Lambe & other small & pry-  
vie Tythes oblac[i]ons obvenc[i]ons / Alterages mynument[es] &  
offerings whatsoever yearelye & from tyme to tyme cominge en-  
creasinge reneweing or happeninge or to bee had receyved p[er]-  
ceyved or taken w<sup>th</sup>in the p[ar]ishe of Stratforde vpon Avon afore-  
sayed in the sayed / Countye of warr by the name or names of All  
& singuler their Manno[rs] Landes Ten[emen]tes meadowes  
pastures feeding[es] woodes vnderwoodes rent[es] reu[er]c[i]ons  
services Court[es] leet[es] releeves wardes marriages harriott[es]  
p[er]quisites of Court[es] lib[er]ties Iurisdicc[i]ons / and all  
oth[er] hereditam[en]t[es] w<sup>th</sup>all & singuler oth[er] right[es] com-  
[m]odities & their App[ur]ten[au]nces togeather w<sup>th</sup> all mann[er]  
of Parsonages Gleebe Landes Tythes Alterag[es] oblac[i]ons ob-  
venc[i]ons mynu[me]nt[es] offering[es] & All oth[er] issues prof-  
fitt[es] Emolum[en]t[es] & Advantages / in the Countye of warr  
or worcester or elce where whatsoeu[er] they bee vnto the sayed  
then Colledge App[er]teyninge (The manc[i]on house & the Scite  
of the sayed Colledge w<sup>th</sup> their App[ur]ten[au]nces w<sup>th</sup>in the  
p[re]cinct[es] of the walls of the sayed Colledge / vnto the sayed

warden & subwarden onelye excepted[ ) ] To have and to holde All the sayed Manno[rs] Landes Ten[eme]ntes & all other the p[re]-misses w<sup>th</sup> all & singuler their App[ur]ten[au]nc[es] (excepte before excepted) vnto the sayed Colledge belonginge / or in Anie wyse app[er]teyninge vnto the sayed will[ia]m Barker his Execu-to[rs] & Assignes from the feast of S<sup>t</sup> Michael tharchangell then Laste paste before the Date of the sayed Indenture vnto thend & terme of ffourescore & Twelve yeares / then nexte ensuinge Yel-dinge & payeinge therefore yearelye vnto the sayed warden & sub-warden & their Success[rs] att the sayed Colledge Cxxij<sup>..2</sup> xviijs ix<sup>d</sup> of lawfull money of Englande as more playnely appeareth by the sayed / Indenture And Whereas Alsoe the reu[er]c[i]on of All & singuler the sayed premisses (Amonge other thinges by vertue of the Acte of Parliam[en]t made in the ffyrst yeare of the raigne of the late sou[er]aigne Lorde kinge Edwarde the Sixte for the / Dissoluc[i]on of Chauntries Colledges & ffree Chappels or by som[m]e other meanes[ ) ] Came to the handes & possession of the sayed Late kinge Edwarde

During the last ten years of his life Shakespeare's relation to the Stratford community included the collecting of the specific Tithes indicated in the Document. There are still unrecorded oral tradi-tions at Stratford concerning Shakespeare's plays as they relate to specific members of the Stratford community. Scholars have avoided the recording of these since they cannot be grounded in any written evidence.

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|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------|
| <b>Self-Imposed Audience Research Report</b><br>submitted by students | A seminar of eight undergraduates recently undertook a self-examination of their home media environment. An impromptu survey of the equipment in their one-family households provided the following data: |    |                             |
|                                                                       | Number of TV sets                                                                                                                                                                                         | 57 | Number of subscriptions     |
|                                                                       | Number of Radios                                                                                                                                                                                          | 70 | to book clubs, periodicals, |
|                                                                       | Number of Automobiles                                                                                                                                                                                     | 17 | etc.                        |

The telephone was significantly overlooked.

## PHILOSOPHIE

### CONCRETE:

#### it's Weird

D. de Kerckhove

Saint Michael's

College,

University

of Toronto

Pour sauver la face, il y a 10 ans, on ajoutait anti à tout ce qu'on ne comprenait pas comme si la seule raison d'une forme nouvelle était de condamner l'ancienne en la niant. Vues de dos, les pièces de Beckett et d'Ionesco n'ont rien contre le théâtre, au contraire. Those who heard the music of Varèse, or Stockhausen would often react in the same manner : ils défendaient à coup d'anti leurs oreilles offensées. Il a fallu ces mêmes dix années pour que le procès de désignification qu'est la musique électronique puisse réorienter d'autres gens que les spécialistes et les artistes. Ordinary melodic music is readily "understood" inasmuch as it is processed through the decoding device of a brain shaped by reading. Electronic music bypasses the decoding device and stimulates the senses without intermediaries. The sound environment evades framing:

TREAT YOUR PIANO

LIKE A NOISE

AND YOUR NOISE

LIKE A PIANO.

The tyranny of the eye has imposed continuity in the world of the discontinuous, bridging the gaps or intervals with expectancy through the help of the written score. Ordinarily, electronic music is not "programmed" in the usual sense: it does away with scores and it is "made" there and then. The replay

element is provided by the tapes. There again, in actual processing, this music gets rid of the tyrannical midwife. Ce n'est pas le son qui est las de fournir de la musique, c'est la portée qui n'en peut plus. Question put to John Cage by the turkish composer Ilhan Mimaroglu: – "Your conception (sic !) of indeterminacy leads you into a universe nobody has attempted to charter before. Do you find yourself in it as a lawmaker? Answer: " – I am certainly not at the point of making laws. I am more like a hunter, or an inventor, then a lawmaker. In electronic music, familiarity with the unusual turns into the revelation of the usual. The electronic musician is the fish that has discovered water. So is the listener. You can now at last hear yourself hear! It's OUIR-D--Wired for sound.

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### **Rock and the Sound of English**

Both jazz and Rock come out of the American South. Just why other parts of the world should be unable to originate these kinds of music is not immediately obvious. The Beatles were no exception, since they built their images on the broad base of American jazz and Rock. Performers and singers of jazz and Rock are not specially happy or successful when using any language except English for these effects. It is quite impossible for any kind of song to exist apart from a linguistic ground or base, but there may prove to be a special component in English that favours the forms of jazz and Rock themes. The matter has not been studied. There must, however, be some adequate ground

for the monopoly of the American South in developing these popular musical rhythms. For example, the South has an oral tradition in its speech quality which, like Irish speech, seems to be very fruitful in relation to other art forms. Thus, it is possible that Negro dance rhythms have become accommodated to Southern speech in a way that favours their use in the new musical Establishment. Again, just in what consists the relation between song and dance and speech has been scarcely studied at all.

There is a feature of Anglo-Saxon tongues, and of English in particular, that may help the student in this matter. English has **feet**. That is, there are well established groupings of syllables in English such as we call **iambic** or **trochaic**. The iambic foot is of two syllables, a short and a long, constituting a "rising" rhythm. The trochaic foot is a long and a short, constituting a downbeat or falling rhythm. Few languages have **feet** in this sense. Most languages, including the Romance languages and Russian and Chinese, have syllables rather than feet for units. Purely as a speculation, may not this prosodic feature of English have accommodated Negro dance rhythms in a way that other languages find difficult to achieve? The prosody of classical Greek and Latin is ordinarily considered to have originated in the dance steps of temple rituals. Just how these affected the spoken and written forms of Latin and Greek may throw light upon how modern dance steps have related to the English language.

T. S. Eliot paid a good deal of attention to the effects of environmental technologies on the English language, observing for example, that the sounds of the internal combustion engine had transformed the rhythms of English poetry. It is the sounds of the contemporary metropolis that are mediated through the English language into the forms of jazz and Rock. These musical forms thus aid us in relating the most profound resonance of our language, its hidden meanings and depths of experience, to the innovational aspects of our lives in the immediate present.

These remarks are not intended as anything more than tentative brushing against a massive and unexplored subject.

## The Calley Trial and Changing Patterns in the Judiciary

As appeared in the Calley trial, very extensive audience participation via a variety of media has the paradoxical effect of casting the public itself in the role of culprit. As the evidence accumulates, it quickly reflects the image of the entire society that is engaged in the war. The 'atrocities' become as naturally assignable to the producers of ammunition and war material as they had formerly been to men on the firing-line. In the same way, the responsibilities assumed by officers and men reflect the patterns of decision-making in the civilian world. As Lieutenant Calley was charged, he became the representative of an entire society. The 'irresponsibility' of his actions soon appeared as nothing compared to the 'motiveless malignity' of the Bomber Command that drops explosives into civilian territory.

The pattern is plain. Complete audience participation ends the role of the audience as spectator and proclaims audience as actor. The same pattern obtains in all matters of 'pollution.' The guilty parties are quickly discovered to be ourselves.

There is a further flip reaction in the judicial matter. If the public becomes criminal just in the degree to which it participates in the judicial process, the culprit becomes 'hero' as representative of all the inadequacies of the social process. The same pattern of change of image appears in sports when the audience includes the whole society. The Ali-Frazier fight transformed a boxing-match into a scripted drama. It ceased to be an encounter between merely individual fighters. Some drama critics reviewed the match the next day as part of their daily routine.

In the movie **Patton** the figure of General Patton becomes very ambiguous by seeming to represent an entire public on one hand, and the war machine on the other hand. The failure of the figure to be entirely consistent with either the war effort or the public response to the war, reflects psychic division and uncertainty. Another movie on **Nuremburg** reflects the same contradictory patterns concerning responsibility and guilt. Spencer Tracey, in the role of prosecutor of the Nazi criminals, is in the impossible position of having an entire people against him, so he tends to become the villain of the piece. At the moment when audience involvement reaches a high level, the roles of guilt and virtue flip.

## **The Hijacking of Cities, Nations, Planets in the Age of Spaceship Earth**

Under conditions of instant information movement, the realities of power shift to the world of 'software'. It is the new world of images, and environmental programming, and design where the new action is. The hijacker of a plane does not presume to operate the craft. He merely decides where it is to put down. So it is today with the very largest organizations. The larger the enterprise, the easier it is to shape its patterns and destinies, unknown to the occupants and 'owners'.

Apropos this change in the electric age, as it appears in the hijacking of Toronto by the developers, the following letter was published in the **Toronto Star** on March 20, 1971:

The ready possibility of extending the hijacking procedure to cities appears in the following news item in the **Star** for March 9:

'The head of the company that owns Toronto's Yorkdale Shopping Centre yesterday revealed a secret used by commercial developers to get their projects approved by local governments. The secret: Start with a 'totally unreasonable' plan that is oblivious of the people involved, against motherhood and so forth. Then, said David Philpott, the politicians can score their points and whittle it down – and it goes through.'

Confirmation that planners and developers both use guerrilla theatre to divert and confuse, provides an insight into other parallel modes of operation. The most spectacular and successful, but unseen, hijack has been the takeover of the North American city by the same entrepreneurial forces. Like the hijacker in the airplane, the only concern of the developer is a private destination, without any assumption of the responsibility for the flying, or governing of the airplane, or city.

Similarly, the passengers, or residents, are not consulted on where or why they are going. They are expected to fly along, whether they want to go or not. They are asked to watch the in-flight movie, take a few cocktails, and enjoy the trip. The crew, or governors, are under strict instructions to obey the hijacker without resistance, and certainly without causing trouble.

The only limitations are on range and speed due to fuel capacity, or the tolerance of the electorate, which requires an occasional stop for refueling – the election of a new government –

but then the aircraft takes off and continues to its selected destination. Neither passenger nor city resident has the choice of alighting – neither could survive the 20,000-foot drop to the hard reality of the earth.

It will take the hijacking of 5,000 Boeing 747s to equal the simple hijack of a single small city, destination unknown. Both hijackers impose their preferences on service environments designed for others – and hijack can be applied to any environment – the air, a business, a culture or the nation itself.

Hijacking a business is easier in proportion to the size of the business, as witness the Pennsylvania Central where \$7 billion of assets had been hijacked by the bookkeepers to non-transportation uses. The bigger the operation, the less the shareholders know about the flight plan. Hijackers don't presume to have expertise. They allow the plane, or the business, or the country that they take over, to be operated by those normally in charge. The hijacker does not interfere with the operation, but with the flight plan. He decides where to land.

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**The Case of  
Eric Kierans  
and The Executive  
as Drop-out**

Marshall McLuhan  
and  
Barrington Nevitt

The plight of an able executive like Eric Kierans, whether it be in the cabinet, or in the civil service, or in any part of the business or educational Establishments today, illustrates the result of unawareness of how to work in the new information environment of the electric age. Kierans was aware of options or points of view originated among the experts in the bureaucracy, but he had no more idea than they of how to break out of the bind created by the new information environment that dissolves the old monopolies of knowledge. One major alternative to Kierans' resorting to the point of view of the experts is to do a political bypass: 'The heck with the bureaucracy. I'll stick with my pals.' This in effect is the Mafia, or oral response to any Establishment. What baffles most people today is that the moment they begin to move up the success ladder, they lose touch with the **ground** where the decisions are made and the dialogue exists. This is a natural result of being inside the organization chart in any degree at all. The tremendous flow of information that is being processed

orally by subordinates can never be passed on to the superior except as a classified point of view.

The overall theme of **The Executive as Drop-out** written by Marshall McLuhan in collaboration with Barrington Nevitt, is the incompatible ground rules of the old hardware Establishment of nineteenth century technology and bureaucracy and new ground rules demanded by instant environmental coverage and involvement. A selection from the book (to be published by Harcourt, Brace & Jovanovich shortly) relating to the problems of decision-making under speeded up conditions, is here included:

**THE CRISIS OF IDENTITY**  
**Simultaneous Quest for Change and Conformity**

TUNE IN  
TURN ON

DROP OUT TO GET IN TOUCH

**Nowhere to go but inward or into orbit**

‘There must be somebody out there who speaks English’

(Boy astronomer in movie **IF**)

‘Willed without witting whorled without aimed.’

(James Joyce, **Finnegans Wake**)

‘This withered root of knots of hair

Slitted below and gashed with eyes,

This oval O cropped out with teeth: ...’

(T. S. Eliot, **Sweeney Erect**)

**1 The Rim-spin of the Electric World**

**Spin-offs and Spin-ins** The speed of change annihilates one’s very image of one’s self. The Renaissance paintings of Hieronymous Bosch present the horrors that are felt when opposite phases of the same culture interpenetrate one another during rapid technological change. The same thing happens today with the snatching of conventional goals and patterns from our midst by the sudden lurch from a mechanical to an electric world. The young are deprived of both identity and goals. They react in a kind of narcolepsy or apathetic somnambulism. They regard all aid as unwarranted interference. They submerge in their ‘Yellow submarine.’

'The dream is no longer **inside** but **outside**' (A hippie)

We have seen hippies weeping at the movie **Yellow Submarine**. It's like the astronauts taking Snoopy on their trip to the moon. The Beatle's name is a clue. This generation resembles something that crawled out from the woodwork – they afford little possibility of communication. They are a group of immature semi-literates in our Jules Verne period of out-dated science fiction. Like NASA's inability to understand 'auditory space' of the electric age, they don't realize that the real space of our time is inner space and not outer.

### The We Nobody Knows

At the same time, young people today tend to be 'gray at three', thanks to the enormous speedup of environmental information. Any item of news when moved at electric speeds, acquires infinite mass. The result of 'information overload' is a world in which all the patterns stand out loud and clear for the first time. Even children can now detect social forms and patterns of power long hidden from an adult world that had grown up at slower speeds as stated in a teenager's poem:

No matter what you see, be silent,  
It's not life but only news that's really violent,  
or so the hangman said,  
Be silent.

'Apocalyptic' recognition of the hidden assumptions of adult activities has much effect in depriving the young of their private identities. A technical revolution for them is much the same as a vast social defeat, such as the Germans experienced in 1918 and after. That tribulation was followed by the retribalization of the German people. It was a new corporate identity being sought by a generation that had lost its private identity and meaning. The massive 'hardware' exchange of World War I (mainly a railway war) was followed by the advent of radio and massive exchanges of 'software' information with planetary coverage and instant

speeds. The Jazz Age was an upsurge of primitive tribal experience that has been greatly surpassed by the allied effects of television. The present teenagers have had these direct experiences of world war in their nursery playpens, drinking in Armageddon with their mothers' TV. The present apocalyptic generation has difficulty in taking seriously the bureaucratic arrangements of the educational establishment.

### **Suburbia's Blueprints for the Young:**

The Handwriting on the Wall is Always for Somebody Else

The cover of **New York** magazine (October 28, 1970) pictures a hippie seated in a wheel-chair while his rich mom boasts:

'Of course he can walk. Thank God he doesn't have to.'

In the cover story, 'Notes on the New Paralysis', Jane O'Reilly observes: 'The kids are playing **Musical Families**.' They are moving down the block or across the tracks as 'neighbourhood nomads' swopping families. They are 'very big on love and ideals, but very short on will.' The trouble starts when kids show a 'will' of their own. School is the central obsession of the child-centered family: 'Your mother and I are worried about your grades. ... Your English teacher says you could do well if you weren't bored.' But nobody seems to care why the school's antiquated 'consumer packages' have lost allure. Parents have stopped listening. Taught the same language but with different meaning, they don't know who their kids are. Suburbia's analytic blueprints exclude all dialogue and insight, all oral-aural modes of awareness, while teachers and parents alike complain: 'Junior won't grow up and be a man!' (i.e. drive through with a **will** for the **goals** of **more** – more what?)

### **The PERSON as EMPEROR**

This relates to the power of forms to impose their own assumptions. The human form has the imperial power of creating or of 'putting on' environments. The user is the content of any medium or form of organization. Recognition of this basic but submerged fact was given to an explorer working with a team of Cree

Indians. Becoming disoriented on the return to camp, he said to the Crees: 'We're lost.' They replied: 'We not lost. Wigwam lost.' They simply were pointing out that the environment created by the human person takes precedence over the environment he puts on by means of his artefacts. From this awareness can grow aristocratic **insouciance** and the utter command over mere things. Traditional forms of authority, historically, were often based on humility and service. The ancient motto of the House of Windsor:

**Ich Dien** (I serve)

The followers of St. Dominic call themselves 'the servants of the servants of God.' Responsible leadership has always been humble, shunning the egotistical appetites of arbitrary and whimsical rule. How to achieve these ends in actual human organization has been the study of many philosophical minds. In our time such study has tended to come under the name of 'management', whether we consider the **figures** of Frank Gilbreth at one extreme, or Mary Parker Follett at the other, there is the silent assumption that the relevant **ground** against which to consider patterns of human organization is business. Gilbreth on the one hand concentrating on 'the one best way to do work', and Mary Parker Follett, studying 'the Law of the Situation', both concur in accepting the functions of trade and commerce as a normal basis on which to mount their meditations on the arts of governing men and things. In the new age of information these 'commercial' assumptions no longer cover the ground. The clamour of the young at the gates of the Establishment is there to tell us that the claims of the 'inner life' have taken a new priority over 'hardware' production and exchange.

### **Authority and Obedience**

Toward the end of the 'hardware' regime of specialism and ever-narrowing goals, the question of authority became psychotic. With intense specialism, any basis for rule or community disappeared. At the very time when all personal authority came into question, when every parent dreaded lest he cast a shadow of paternalism across the spirit of his child, specialist science demanded absolute obedience from the total human community

for its conflicting and incompatible goals. It was at this point that there came the existential flip in which both authority and obedience were swept into the limbo of the Yellow Submarine and a universal sound-light show.

The problem of authority and obedience is inseparable from the quest for identity. If there is no private independent personal substance such as has occupied the thought of the sages forever, then all matters of authority and obedience are frivolous, all service and dis-service indifferent and equal. If there is no personal identity, indefeasible and intransigent, then the human society can only be seen as the **Penal Colony** evoked by Franz Kafka.

### **Oblomovism**

'Due to Lack of Interest Tomorrow Has Been Cancelled'

(U.S. Govt. ad., Atlantic, July, 1969)

Large sections of the Russian population in the later nineteenth century collapsed under the psychic pressure of new technology. A great wave of 'sleeping' sickness swept the country. In any 'civilized' society, human satisfactions depend on a leisurely pace in which to enjoy one's specialty – distant goals that can actually be achieved. Any acceleration of the ordinary social processes makes demands of accommodation which the psyche cannot meet. Deprived of the energy for awareness and understanding, the ordinary person 'folds'. It is a process which the Western world has inflicted on countless 'backward' countries. Today it is the 'backward' cultures that are the 'advanced' ones. The dynamic pattern is the alienation of the new EAR people from the old EYE structures. It is the specialist Western culture that is retarded and obsolescent in terms of electric technology. The expert is cut off from enjoying the new environments that his own activities create. The weak point of any man's armour is his ignorance.

### **Rebels Without a Clue**

Bernard Gwertzman writing for the **New York Times Service** (August 17, 1970) reports from Moscow:

'Roving bands of dropouts from Soviet society, living in self-isolation in Siberia and other distant parts of the country, have become a source of official concern here. ... They are known as "bichi" ... "nuisances" ... "former bank directors, builders, disappointed artists, metalworkers, graduates of circus schools, and piano tuners. ... For months and years, they do not listen to the radio and do not read newspapers. As painful as it is to note, these people exist who have isolated themselves from society, from its moral principles, ethical norms and also its laws.'

### **Our Present Hardware World is in Danger of Total Strike**

Such are the effects of 19th century technology upon people, regardless of ownership of the 'means of production.' The new **avant garde** is the primitive.

### **The Tough Old and the Fragile Young**

Peter Drucker had observed of the captains of American industry that they readily adopted the image of themselves as medieval knights in shining armour. It was impossible for them not to see the huge benefits they conferred upon society at large. They were less observant of the **dis-service** environments which accompanied their innovations. Perhaps the wedding between 'hardware' and idealism, or any attempt to implement ideological programmes, must always result in the hybrid horrors of war. Even war is not without its service and beneficial side as is explored in **War and Peace in the Global Village**. The theme of that book is that war is education, just as the theme of B.F. Skinner's **Walden II** is that education is war. The movie, 'IF', shows that when the programmed pattern of an institution ceases to have the backing of the dominant forces in a society, education becomes not the conquest of the kingly state of youth, but a matter of open hostilities.

Peter Farb, writing about the Pueblo Indians in **Man's Rise to Civilization** (New York: E. P. Dutton, 1968) comments:

'The tribe is an inherently fragile structure; it possesses no strong political organization or permanent office of control that might give it stability. Instead, the tribe is regulated by a variety of social institutions, among them clans, secret clubs, and specialized societies that carry on warfare or perform ceremonials. The tribal "chief" belongs to no political hierarchy or dominant group; he is merely a sort of consultant, an adviser who may or may not be listened to. In the absence of political authority in the tribe, the households take unto themselves the right of self-protection. As in the band, disputes tend to be perpetuated as feuds, with each act of revenge generating a reprisal.'

The fragility and insecurity of tribal life leads to violence as a quest for identity in pre-literate and post-literate societies alike. The **Associated Press** (November 24, 1970) reports:

### **PLAGUE OF HYPERKINETIC CHILDREN**

Washington – As many as 30 per cent of the children in some elementary schools may be receiving drugs to quieten them down, a Government investigator told Congress yesterday.

Dr. Hollister told the subcommittee that the 30 per cent figure was given him by pediatricians at California's Kaiser Institute.

'This is another instance,' he said, 'of a disease being invented so a drug can be used.'

He also said, however, that the increasing use of the drugs in children is a 'cop-out by adults' unable to cope with the 'vexations' of their children. ...

When boredom fails to numb, use knock-out drops. Suppress the symptoms and ignore the disease.

## Speech to Canadian Friends of the Hebrew University

Shaarey Zedek Synagogue, 21 November 1970

Mr. Chairman, Ladies and Gentlemen:

It's a pleasure to me to participate, even though obliquely, in this conference of the Canadian Friends of the Hebrew University. I greatly admire the Hebrew University for its record of distinguished achievement in the face of sometimes quite extraordinary difficulties, and I'm very glad to be able to pay tribute to it and to support the work of its Canadian Friends. I hope, however, that you will not expect me to talk about it, since I know very little about it. I will instead speak about an aspect of the university situation in general, on the assumption that as the Hebrew University is a member of the community of universities, it will in some degree be involved.

**Public Attitude Changing** The public attitude towards universities appears to be changing for the worse. The change is related to many factors: concern about violence or the threat of violence on the campus, about altered student manners and morality, about changing student attitudes towards society and politics, and about much else. Each of these concerns would repay analysis, but I want tonight to consider public concern with university costs, partly because it is a concern with which I too (particularly as budget time approaches) am much preoccupied, and partly because it is the concern we are just now hearing most; and I want to note also how vulnerability on this score, whether through their own fault or not, can expose the essential character of universities to danger.

A few years ago the universities were on top of everyone's list for most-favoured treatment. Education and research were magic words and the universities were their embodiment. Industrial countries saw them as a means for improving their competitive strength, developing countries as a means for catching up; privileged classes as a means for advancing the general cul-

ture, under-privileged as a means for participating in it; organizations, groups, and individuals expected universities to solve their problems, advance their interests, and prepare a shining future for mankind. After the end of World War II a tide of university growth set in: everywhere more and more persons wanted to go to the university, everywhere governments willingly or under pressure began to encourage this aspiration, everywhere universities were urged to expand, new universities were founded, policies of increased access to universities were adopted, student support programs were strengthened. In Canada the Report of the Royal Commission on National Development in the Arts, of the Royal Commission on Canada's Economic Prospects, and many other reports, both governmental and private, urged that Canada could not afford to be behind-hand in this development; these reports were epitomized in the recommendation of the Second Annual Review of the Economic Council of Canada that 'investment in education be accorded the highest rank in the scale of priorities' (1965, p. 171).

**A Question of Financial Priorities** Lately, however, we've been hearing a great deal about different priorities. There is increasing complaint that university costs are growing faster than the gross national product, and that if they continue to grow at the present rate they can only be paid for by a reduction in other services. But society seems to be making up its mind that it wants increased services in a number of other fields. The adoption of medicare clearly indicates an increased priority for the health field. Various welfare programs already adopted and more being proposed indicate a similarly raised priority for social services. Growing public alarm about pollution and the destructive exploitation of natural resources demands an increased priority for environmental protection and rehabilitation. There are growing demands for the reduction of regional disparities and the improvement of life in remote areas. The need to strengthen the economy demands a higher priority for resource development and for innovation and development in industry. Even in the realm of education itself the growth of social democracy entails an increased priority for those forms of education which reach the largest number of people and for the develop-

ment of forms to reach those for whom education has been largely meaningless and unhelpful, e.g., for our native peoples.

In the light of all these growing demands upon the public purse it is being increasingly asserted that society simply cannot afford to keep increasing its investment in higher education at the current rate, and that universities must level off their expenditures. Anyway, it is more and more being suggested, universities are too lavish in their consumption of resources: if they cut out the waste and extravagance and introduced good management practices they would be able to do more at less cost.

In this changing public attitude I think we can distinguish between reasonable concern and responsible criticism on the one hand, and another note – a note of satisfaction that the public's love affair with the universities may be waning, a willingness to expedite and intensify the process, an eagerness to put the universities in their place, and an obvious intention to use the opportunity to force the universities to purge or silence their more controversial members. In Canada, this note is not as loud and clear as in some other countries, where it has sometimes already led to restrictive and humiliating legislation, punitive budgetary decisions, and a number of other manifestations of government and community displeasure. Nevertheless, the note is readily discernible here too, particularly in the way in which news about university costs is increasingly being presented, interpreted, and applied. Let me give just two examples among many of the treatment of news about university costs which, whether intentionally or not, tend to make the public suspect the universities of wasteful irresponsibility.

### **University 'Budget-padding'**

In September the Economic Council of Canada released its Seventh Annual Review. The story filed from Ottawa by the wire service began as follows: 'Canadians must put the brakes on rocketing costs for health care and higher education by insisting on efficiency, says the Economic Council of Canada.' The story was quite a long one (as used by one of the Winnipeg newspapers it ran to twenty-three column inches) but it hardly mentioned the Review's chapters on other sectors of the economy; its whole emphasis was on what it called the 'runaway costs' of

health care and higher education. 'The Review suggests,' it said, 'costly inefficiency might be found in current practices ranging from restrictive licensing of doctors and dentists to budget-padding by universities.'

As soon as the story came in over the press wires the newspapers and radio and television stations were on the phone and knocking at the door wanting to know about this alleged budget-padding. I asked them whether they knew what the Economic Council had said about budget-padding; they were unable to help me, but they wanted to know how extensive the practice was and what I thought of it. The next day the Seventh Annual Review arrived on my desk. I seized it and searched it feverishly; would the padded budgets include anything for which I had had responsibility? But there is no word in the Review about universities padding their budgets. There are questions about whether more effective use could be made of resources, but this is approached as a problem whose solution requires that society clarify the objectives of higher education and that universities develop much more sophisticated administrative techniques; there is nowhere the faintest suggestion of 'budget-padding.' But the news media which so avidly followed up the wire service story never published a word of correction when they received the actual Review the following day. The whole impression given to the public was of budget-padding and culpable inefficiency.

**Estimates to 1975-76** My second example has to do with a submission by the Association of Universities and Colleges of Canada to the Government of Canada and the Council of Ministers of Education concerning federal financial support of universities and colleges, released to the press during the meetings in Winnipeg of the AUCC at the beginning of this month. The brief estimates the probable costs to 1975-76 of higher education in Canada. It projects enrolment on the basis of present trends, not arguing that these trends must not change but pointing out that to reduce them greatly would involve a change in public policy. It projects operating costs in two ways, the lower reflecting the relatively stable experience of 1961-65, the higher incorporating the much more in-

flationary experience of the whole decade 1958–68. It also estimates capital costs in two ways, one reflecting a relatively stable growth-rate and limited inflation, the other a much more fluctuating growth-rate and greater inflation. The sum of the two lower projections is about three billion dollars for 1975–76, that for the two higher projections about 3.7 billion.

The news media across Canada had a field day. The air was full of protest, ranging from the reasonably sober to the hysterical. The lead editorial about ten days ago in a Winnipeg daily newspaper provides an excellent illustration both of tendentious interpretation and of menace. It is in fact so pertinent to my theme that I am going to quote from it at some length and spend some time speaking to the questions it raises. 'The prediction by the AUCC,' it begins, 'that post-secondary education will cost nearly 3.7 billion by 1975 vividly illustrates the lack of control being exercised on our universities and colleges. The AUCC blandly reports that whereas student enrolment will double from the 1968–69 academic year to the 1974–75 [sic] year, capital and operating costs will triple. It is obvious from this that universities are allowing costs to escalate at a much greater rate than enrolment. The tax-paying public which finances 80 per cent of university costs for the favored few who actually receive a university education are entitled to a detailed explanation of this alarming discrepancy. ... A good deal of the problem [it continues] hinges around the fact that university entrance standards are not stringent enough, and are being threatened with further deterioration for the sake of responding to pressures on the universities to accept anybody who comes up to the second-rate requirements. Another major factor is the lavishness of buildings and facilities being provided on many campuses across the country, and the more than generous salaries now being paid for professors and lecturers. At the same time, an increasing number of these faculty members are giving students a very one-sided slant on political, economic and social knowledge. ... The public is becoming completely fed up with some of these manifestations and will rebel at having to pay higher taxes to pay the salaries of professors and lecturers who openly advocate Marxism and legalized use of narcotics. ... It's about time the politicians and

the administrators of our universities started to exercise some control over the radicals among [the faculty], and insisted on open-minded and balanced education of our youth.'

The editorial seizes upon the difference between the rates of growth of enrolment and of cost – what it calls 'this alarming discrepancy' – and uses it as a stick to beat the universities so that they will retreat into a humbler and less exposed position, willing to placate the tax-paying public by silencing all criticisms of the economic and political system and of dominant social patterns. Let us look, then, at this discrepancy, and although time does not permit us to provide the 'detailed explanation' which the editorial demands, perhaps we can sketch in the outline which such an explanation might follow.

**Inflationary Allowance** The first and largest factor is that the editorial writer has, without explanation, chosen the higher estimates for both operating and capital costs, that is, the pair allowing for a larger inflationary factor. Had he chosen the smaller allowance, the projected increase in total costs would have been 140 per cent rather than 194 per cent, so that his choice of the appropriate inflationary allowance accounts for about half of the discrepancy which so alarms him.

What about the other half?

Well, one factor is that there is still an allowance for inflation, not so large as in the higher estimates, but still substantial. If the economy doesn't experience this inflation, university costs won't.

**Sophistication Factor** A second element is the sophistication factor. As knowledge advances and its applications intensify, the equipment and methods by which it is pursued, disseminated, and applied grow steadily more sophisticated. I do not think that the universities have much choice about whether to participate in this sophistication in the fields which they elect to pursue. You may not go in for metallurgy, but if you do, you now need an electron probe; half a dozen years ago it was still optional. You may not go in for immunology, but if you do you'll need ultra-centrifuges, electrophoretic equipment, etc.; and the same goes for cancer research. If you go in for radiobiology, you need a reactor. Nor have you

always the choice about whether you will enter a field which is becoming increasingly expensive: what would you think of higher education today, if a couple of decades ago, it had not come to grips with and embraced the computer? There are today few fields of knowledge whose methodology and results are unaffected by the computer.

**Catch-up Costs** A third factor is catch-up costs. Canadian standards for the consumption of knowledge have been very much higher than for its production; that is, we have met our relatively high demands for knowledge and its applications by importing trained persons from other countries, sending our students to other countries for their advanced work, or importing the results of research and development. This has kept the cost of our educational system relatively low, but it has had a very high social, economic, and cultural cost. The effort to become less dependent upon, and therefore less dominated by, foreign sources of knowledge, education, and training entails the need to bring into being in Canada improved and more nearly competitive sources. Libraries are perhaps the best example of this need to catch up, although by no means the only one. The shocking inadequacy of Canadian library resources is by now fairly well documented. I am delighted to say that within the past few years nearly all Canadian universities have devoted a much larger share of their operating budgets to library development than in the past, but the process of catching up with our real needs has hardly begun. Yet it is costly.

**Student Changing Mix** A fourth factor is the changing mix of the student body. The most visible and dramatic change has been in the proportion of graduate students, which has risen from about five per cent a decade ago to about ten per cent today, and is still rising. Graduate work is very expensive because it is based upon research and the creation of new knowledge and understanding, rather than merely the dissemination of already-known and systematized knowledge, but it is by no means the only expensive field which is growing in proportion to the whole. Indeed, if we look again at the services to which society is now giving higher priority, we

find a very close relation between them and the more costly mix of university enrolment. Perhaps the most obvious is the multiple field of the health sciences. Not only is enrolment in these fields growing under the forced draft of government policies, but because of the growth of knowledge the cost of training each physician, dentist, and other professional worker is growing rapidly as well. Enrolment in social work and the related behavioral sciences constitutes an expanding portion of the whole, and while these fields are not as expensive as the health fields, they're dear enough. There is a growing enrolment in environmental studies and resource management, and in new programs in engineering, chemistry, geography, architecture and other disciplines and professions capable of combating the growing menace of environmental deterioration. Faculties directly related to the economy, such as agriculture, architecture, engineering, earth sciences, commerce, finance and business administration, computer science, forestry, economics, have been growing rapidly, and for the most part they are more expensive faculties than the average. What has happened, then, is that the mix has changed in direct response to society's developing priorities, and that this change in mix has increased the average cost per student. Incidentally, it would appear from this that it is impossible for society to pursue its new priorities without using the university as its instrument.

**Start-up Costs** A fifth factor is that start-up costs for new programs, threshold costs for expanding existing programs, and lead time, all combine in an expanding scene to distort cost per student as a measure of current expenditure. Thus, for example, in one university a new faculty of health sciences was established, tens of millions of dollars were spent on construction and equipment, millions on faculty and support staff salaries and upon operation and maintenance, before the first student was enrolled, and then when the first class was admitted it numbered, I believe, 75. The student numbers will increase by 75 each year for 4 years, and at that time cost per student becomes a meaningful measure, but for seven or eight years before then it will be a totally misleading measure. Similarly with threshold costs in expanding an

existing program. In another university the size of the incoming medical class had, despite growing strains, been increased from 75 to 100, and then to 125, with only limited construction and renovation, so that the marginal capital cost per additional student was quite modest. Government pressure to enlarge the intake by another 50 finally necessitated a belated general reorganization and the construction of a multi-million dollar medical sciences building. Read superficially this means that the marginal cost of the third increment was huge, and the obvious superficial criticism would be that it was much less efficiently carried out than the two earlier expansions. The fact is that expansion up to the tolerance of an existing facility is cheap, beyond that tolerance it is dear.

**Newspaper Criticism Buildings** I don't know what all these factors add up to, whether they wholly account for what seemed to the editorial writer 'an alarming discrepancy' between the increase in costs and the increase in enrolment, but they surely go a long way. He has, however, some explanations of his own. One is the 'lavishness of buildings and facilities.' Since he doesn't specify what he means, it's difficult for me to comment. If he means that it costs more to acquire land and to build than it did twenty years ago, or that the heavy servicing required by modern laboratories costs more than the light servicing that was adequate for the laboratories of a generation ago, I would agree with him, but that would not seem to warrant the use of the word 'lavish.' Perhaps he objects to such things as air-conditioning, although certain plant cultures, animal colonies, delicate instruments, etc., require this; it might even be argued that, since the university is now heavily populated 52 weeks a year, even human beings are entitled to air-conditioning, but I don't imagine that would impress the editorial writer. Perhaps he feels that space provision is sometimes too great, as was argued by certain newspaper critics of a large new library now being built in another university; but what would such a critic think if a university built a library only large enough to contain the books it already had, and therefore had to build another a few years later, with all the inefficiency and waste that that would entail? (As it happens, the 'excessive' space will be

utilized at the princely rate of 36 square feet per faculty member for temporary offices!)

**Salaries** Another explanation offered by the editorial writer is 'the more than generous salaries now being paid for professors and lecturers.' I have a feeling that that is where much of the animus rises. The academic seller's market is now over, but during its half-dozen years professors' salaries underwent substantial correction, and this conflicts with our beloved image of the poor and dedicated scholar whom one may respect and patronize simultaneously. I remember the pleasure with which my father told me some 15 years ago of a conversation he had had with a prosperous Winnipeg manufacturer who had been a classmate of mine. My father answered a query about what I was doing, and accepted with pleasure a message of congratulation on some appointment. He then replied to my friend (and as he told me the story he bubbled with glee), 'Er zol nor nischt gewehen sein a kobtsin.' ['If only he weren't a pauper.'] Many people find it hard to accept the fact that the university professor is no longer a kobtsin [pauper]. He earns less than other professional workers whose education and training take comparable periods of time and entail comparable risks, but doctors and dentists and lawyers and engineers are, for the most part, forgiven their prosperity; the university professor is not.

**Entrance Standards** The final explanation offered by the editorial writer would appear to have nothing to do with the 'alarming discrepancy' between the rates of growth of costs and enrolment, but rather with the growth of enrolment: entrance standards are not stringent enough. I have a good deal of sympathy with this criticism, but we must be clear about what it involves. Universities accept excessive growth and the deteriorating standards that it entails because they are the servants of society, and if society demands that the advantages of higher education be more widely disseminated, the universities are in a very awkward position to resist such a demand. If society decides, as the editorial writer has done, that there are now as many university places as it

wishes to provide, the universities will accommodate themselves to that decision.

**Valid Criticism** In my opinion the big stick with which the universities were to  
**Normal** have been beaten into submission has shrunk. I don't want to give the impression that there are no valid criticisms of the universities' management of their resources, nor to suggest that the growth in their consumption of resources can continue at the present rate indefinitely. The universities are probably not a model of efficiency: no institution which in ten years has trebled in size and multiplied in complexity can be, particularly one which characteristically is woefully under-administered.

**Eliminating** We can, I believe, effect some major economies. Some are in our  
**Redundancy** own power but can, for the most part, only be carried out gradually. For example, specialization and tenure combine to make it very hard for the university to accommodate itself economically to a shrinking demand in a particular area. You cannot re-assign a tenured professor in a field where enrolment is declining, for example classics, to some expanding field like computer science. You can, of course, reduce numbers by not making replacements, but this is a slow process and the change in demand might be quite rapid. There may, however, be alternatives which would not only expedite this accommodation but might greatly improve the quality of the total educational program offered. For example, suppose you introduce a course in world drama or in the world epic taught by all the relevant departments co-operatively; the classics department might find itself coping with numbers it hasn't seen since the nineteenth century, and the redundancy would be eliminated.

**Planned Division** Some economies can only be effected in concert with other uni-  
**of Responsibility** versities and with the help of governments. The most important example would be the achievement of a planned division of responsibility, among universities in a province or region or country, for professional training and for particular fields of graduate study and research. Serious efforts in this direction are, in Canada, only about five or six years old, and have coincided

with a period of very rapid and open growth. It has therefore been difficult to get universities to accept chafing restraints on a voluntary basis. Now that a lot of Canadian universities have begun to understand better than they did in the past the true costs of graduate work and research, there will, I think, be an increased willingness to accept such restraints.

**University Enterprise** Some major economies will become possible if governments undertake certain enterprizes. For example, assuming that universities can achieve a division of responsibility for particular fields of graduate work and professional training, a wonderful opportunity would be created for rationalizing the development of library collections. But this would require a genuinely functional National Union Catalogue, computer-based and serviced by a rapid information dissemination system. After much prodding from the university community, the National Library has now taken the first steps towards the development of such a Union Catalogue, and if universities perceive that over the course of the next two or three years these plans go forward, and are convinced that the federal government is committed to their completion, they will leap at the opportunity to rationalize their own library acquisition plans, which would result in an immense economy.

**Planned Enrolment** The most important economies of all, however, depend upon social policy, and can only be effected if that is clear enough to be discerned some distance forward. If society determines how large a portion of the population the universities shall accommodate, provision can be made economically at a planned rate over a planned period. Otherwise we will continue to have uneconomical galloping expansion intermitted by sudden cessations of demand, the whole picture complicated and made more costly by rapid shifts of emphasis between fields.

**Dealing with 'Radicals'** I have spent so much time on this problem of costs because it worries everyone, and because irritation with what is presented as the university's culpable extravagance may easily become punitive; which brings us back to the local editorial and its de-

mand that we 'start to exercise some control over the radicals among [our faculty] and insist on open minded and balanced education of our youth.' We must not be deceived by the words 'open mindedness' and 'balance.' 'Open mindedness' as used here cannot mean that professors may 'openly advocate Marxism and legalized use of narcotics,' for that is what the editorial complains about. Nor can 'balance' mean that there shall be provision for different and balancing perspectives, because the editorial's complaint is that there is a 'minority' of 'radicals,' not that there is a large number; the writer does not want anyone to be permitted to 'advocate Marxism and legalized use of narcotics.' His position is not that the university should have some balance between differing political, social, and economic perspectives, but that it shall have only persons who have a 'balanced' view – that is, a view like that of the editorial writer. No-one shall be permitted to advocate Marxism or the legalized use of narcotics. It is probably too late in the day for him to demand that no-one shall be permitted to teach the theory of evolution or that the earth is round and circles the sun, but the outlook and the method are exactly the same: the established situation is sacrosanct and all criticism must be suppressed.

**No Sanctuary for Illegal Activity** I do not, of course, mean to imply that Marxism or the legalized use of narcotics will, like the theory of evolution or the heliocentricity of our universe, necessarily triumph: many theories have been put forward by equally dedicated adherents, only to fail in the end by the test of reason. Marxism and the legalized use of narcotics may well do the same. But in a university, which must be committed to the disinterested pursuit of truth and advancement of knowledge, the sole valid test of any proposition or theory is reason. Actions, of course, are another matter. The editorial writer complains of 'rowdy demonstrations and other law-flouting activities.' The universities are not sanctuaries for illegal activity. If a member of a university is thought to have committed an illegal action, every person is free to lay an information or charge against him, and the police and courts are bound to discharge their duties. But so far as theories and opinions are concerned, the university can deal with them only

by free and open analysis and discussion, within the rules of due procedure and subject only to the arbitrament of reason. To want to suppress and proscribe arguments in favor of Marxism or the legalized use of narcotics must betoken a real lack of confidence either in the strength of the arguments that can be advanced against such positions or in the validity and efficacy of the rational process itself. In the former case, the university, if it did what was urged, would be false to its mission, in the latter it would deny its essence.

We are certainly concerned about our growing costs, and we think that we can do better; but we do not feel guilty, and cannot therefore be frightened into betraying our mission or denying our essence.

**Renewal Without Violence** Nor can society afford that we betray our mission. Society does not need an instrument of higher propaganda. It needs an instrument of higher education. It does not need to be told that it is immutably good, it needs to be helped to comprehend its nature. It needs, almost more than anything else, the continuous, responsible, independent study and criticism of itself which enables renewal without violence, and there is no place it can get it except from the university with sufficient autonomy to protect and maintain academic freedom. I hope society will not allow itself to be misled into violating that academic freedom.